

Retraction

Retracted: Computer Wushu Sanda Teaching Mode of “Teaching by Competition and Training”

Mobile Information Systems

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article’s content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

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- [1] B. Xu, “Computer Wushu Sanda Teaching Mode of “Teaching by Competition and Training”,” *Mobile Information Systems*, vol. 2022, Article ID 4758758, 9 pages, 2022.

Research Article

Computer Wushu Sanda Teaching Mode of “Teaching by Competition and Training”

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According to the teaching innovation goal of “cultivating comprehensive talents” in international education, various topics that need to be answered in the development of Wushu teaching are selected. Using the methods of literature review and theoretical logic analysis, this paper clearly puts forward the latest idea of establishing the core quality framework system of Chinese traditional national physical education curriculum. The main research results point out: First, the core quality system of Chinese traditional national sports curriculum is mainly composed of three levels of martial ethics quality, martial arts quality, and health quality, including six basic elements. Secondly, the cultivation of martial arts morality attaches great importance to stimulating students’ interest in martial arts, and advocates that students internalize martial arts morality in martial arts practice and comprehensive teaching of historical and humanistic education. The training strategy of martial arts quality is to cultivate students’ panoramic and in-depth martial arts sports ability; the training strategy of quality is not only to pay attention to the design and dissemination of “characteristic” localized health professional knowledge. In addition, it is necessary to realize the comprehensive shaping of health care behavior of school teachers in the process of integrating skills and life. Therefore, in view of the teaching concept and teaching quality, this paper proposes a Wushu Sanda teaching mode based on computer data analysis, which can guide students from different aspects and greatly promote the development of Wushu Sanda education.

1. Introduction

At the beginning of the 21st century, “what kind of person to cultivate” has become a hot topic in the world of higher education, and many developed countries regard “cultivating all-round development of people” as the overall goal. At the same time, many developed countries focus on “core competence” in the research process. Core quality has become a hot topic and key word in the vigorous development and construction of higher education all over the world. As an important carrier of Chinese traditional cultural quality education, ethnic traditional physical education curriculum has an important historical mission and value of cultivating students and physical talents. The discovery and construction of the core quality of the national traditional physical education curriculum will surely deepen the research and teaching reform of the Chinese national

traditional physical education curriculum. In order to better serve the needs of China’s higher education reform and development, cultivate more “all-round development of the people”.

2. Definition of Core Literacy and Discipline Core Literacy

Core competencies are key competencies [1]. “Core competitiveness represents the combination of professional knowledge, skills and ideas, which are fluid and versatile,” “this quality is necessary for people to further develop themselves, integrate into society, and be competent for management work” [2]. In China, the concept of core competence is defined, and the authoritative one is Dr. Lin Chongde of Beijing Normal University’s in-depth research on the “core competence of primary and secondary school students” at the basic stage. The results show that the “core

competence of primary school students” refers to the basic qualities and important abilities that primary and secondary school students should possess in order to meet the lifelong healthy development of students and the healthy development of economy and society. Dr. Yu Sumei of the National Higher Education Science Development Research Institute conducted an in-depth study on the definition of “basic sports professional quality”. It is concluded that “after learning sports, students can master and cultivate sports psychology, sports ability and good habits, as well as the physical and mental health awareness and behavior necessary for all-round growth required by lifelong sports” [3].

3. The Foundation Construction of Sports as the Core Quality in Chinese Tradition

Establish three major bases for the core literacy of traditional Chinese culture and sports. First of all, my country’s national development strategy and sports science curriculum standards put forward the construction goals of “lifelong sports” and “health promotion”. The State Council’s “National Fitness Plan (2016–2020)” clearly pointed out the importance of lifelong sports. To improve the campus physical education system, the main content of campus quality education is to cultivate children’s sports quality and form a good physical behavior model. Let them improve their physical fitness, learn physical exercise skills, cultivate their interest in physical exercise, and develop a good habit of lifelong exercise for physical health” [4].

The “Standards for Physical Education and Health Teaching in Social Responsibility Compulsory Education” (2011 edition) pointed out that “the physical education and health teaching and training courses are part of the quality education curriculum in primary schools. This textbook uses physical exercise as a means to master the basic knowledge, techniques and methods of sports health care, promote the physical and mental health of primary and secondary school students, and cultivate the will and ability to exercise for life. This national strategy and curriculum standard provides policy support and basis for the establishment and core quality level of Chinese traditional physical education curriculum. Secondly, it puts forward the necessary conditions and realistic basis for the development of the whole book’s education. But in recent years, the development of whole book education has been stagnant. On the one hand, the standardization of martial arts content [5].

At present, most of the teaching content of martial arts in colleges and universities comes from competitive martial arts, and the standardized competitive martial arts courses often pay too much attention to boxing. Secondly, the weakening of the teaching function of the martial arts. Wushu teaching has diversified characteristics such as strengthening the body, cultivating students’ martial arts virtues, promoting the essence of enterprise humanism, and the essence of the Chinese nation. However, in the teaching of martial arts in colleges and universities, it has been greatly weakened, and only the function of strengthening the body under the background of sports is left [6]. Third, the successful experience of foreign core literacy has laid the

foundation for the ideal of “development” and the three-dimensional theoretical foundation of “consciousness-strength-mentality”. On the other hand, the successful development experience of the EU has laid the foundation for the construction concept. The European Union defines core literacy development as a lifelong learning process. The teaching structure should be changed from a subject-based teaching structure that emphasizes the acquisition of knowledge and basic skills within the curriculum to a comprehensive teaching structure that emphasizes the mutual exchange between courses and the common development of core literacy. The development concept of “discipline outward” stimulates national inheritance. The development of physical literacy should not only pay attention to the learner’s traditional martial arts and sports skills, but also consider the formation of the overall quality framework from the learner’s overall development level [7].

3.1. Content

3.1.1. Three Dimensions of Literacy. This paper comprehensively analyzes the background of Wushu teaching and the basis of theoretical construction through comprehensive research on core qualities and domestic and foreign literature. Through in-depth interviews and research on martial arts teaching experts and national traditional physical education teachers, the core quality dimensions of national traditional physical education teachers are summarized into three levels: martial ethics quality, martial arts quality, and health quality. The basis for these levels mainly comes from the educational development, policy and curriculum standards of various countries, the current demand for Wushu teaching, and the consensus of the respondents [8]. At the same time, the “quality of martial arts” is a concentrated expression of the core life value of the cultivation of Chinese excellent traditional cultural and physical education courses and curriculum education, and it is the main feature that distinguishes it from any sports.

It is of great significance to establish “wushu literacy”, which is not only conducive to the good social and moral level of the students in school, but also conducive to the inheritance and promotion of the Chinese nation’s excellent ideological and traditional cultural education. As long as primary and secondary school students master boxing training skills, lifelong quality education and health promotion will not be reduced to “just talk”. The majority of primary and secondary school students have developed good health awareness and good habits of maintaining good health through the unique form of life awareness training and health maintenance of the Chinese nation [9].

3.1.2. Six Elements of Literacy. On the basis of completing the three levels of core quality system of Chinese traditional culture and physical education, we should subdivide each secondary index and its specific requirements, so that the practical operation can be feasible. This quality system is composed of three levels and six elements, as shown in Table 1.

TABLE 1: Core elements system of ethnic traditional sports discipline.

Level 1 indicators	Level 1 indicators	Level 1 indicators
Secondary indicators embody	Secondary indicators Embody	Secondary indicators Embody
Wu de literacy martial arts emotion	Wu de literacy Martial arts emotion	Wu de literacy Martial arts emotion
Love and like martial arts martial arts character	Love and like martial arts Martial arts character	Love and like martial arts Martial arts character

TABLE 2: Exercise data analysis table.

Item	Name	Matching (%)	Problem
Sanda	Li meng	57	Arm in the lifting amplitude is too large
Taekwondo	Li meng	48	Weak leg strength, failed to use the waist
Judo	Li meng	30	The waist failed to reach the desired point
Jeet kune do	Li meng	58	Hand and arm fail to coordinate
Boxing	Li meng	47	Swing too much

The second indicator and its embodiment of “moral cultivation”, martial cultivation is the spiritual connotation of the core quality of traditional Chinese culture and physical education, and it is the concrete embodiment of the connotation of traditional Chinese culture and the core values of contemporary socialism in China and school moral education values. It mainly involves two elements of martial arts emotion and martial arts morality [10]. Wushu feelings start from cultivating students’ interest in Wushu. Wushu morality mainly refers to the spirit and morality internalized in Wushu movements, such as the performance of “healthy character”, such as loving relatives, fearlessness, perseverance, strength, and happiness. For example, highlighting the dedication of “social responsibility” and defending the spirit of justice.

The two main indicators of “wushu training” and the quality of martial arts embodied by them are the foundation of the core quality of traditional Chinese physical education. The physical education practice of Wushu involving specific time and space consists of two basic elements: Wushu physical fitness and Wushu habits [4]. At the same time, the boxing ability includes the comprehensive strength of “basing on the basic skills of boxing, traditional routine training, and combat application”. A good habit of martial arts refers to a long-term martial arts habit, that is, the date of martial arts practice is planned and the content of martial arts is planned.

On the one hand, the ability of martial arts should be based on good practice and can be continuously improved. In addition, martial arts habits must be gradually formed in the continuous improvement of martial arts fitness ability [11].

The reason why the secondary indicator of “health literacy” and its manifestation is called health literacy is to distinguish the difference between Chinese and Western language health promotion methods. Health literacy in ethnic traditional physical education courses refers to the basic ability of maintaining the body and promoting the development of mental health obtained by learners through the application of traditional Chinese ethnic fitness [12].

3.2. *The Systematic Relevance of National Traditional Sports Disciplinary Literacy.* The core quality of national traditional physical education should be comprehensive, that is, the three levels of martial morality quality, martial skill quality, and health quality interact with each other, and none of them is indispensable. For example, if we only pay attention to the cultivation of individual martial arts quality, but ignore the physical injury in the process of martial arts, it will inevitably affect the improvement of individual martial arts skills. It may even lead to irreversible physical and mental damage, thus prematurely terminating the individual martial arts life [13].

4. Train of Thought on the Core Accomplishment of National Traditional Physical Education

4.1. Cultivation of Martial Morality Accomplishment

4.1.1. *Interest.* In the process of national traditional sports practice, learners often need to develop their own academic emotions and interests. For primary and secondary school students, the dynamic nature of traditional martial arts belongs to the “closed” sports skills in the classification of modern sports technology. It does not change with changes in external environmental conditions, and the source of information basically comes from the practitioner’s proprioceptive receptors.

Dynamics are relatively simple compared to “open” sports tech. This has also resulted in the training content and methods of traditional martial arts, mostly dynamically following and repeating simple martial arts, hindering learners’ participation and positive awareness. Improving the “openness” of the whole book course is the main strategy to stimulate students’ interest and enthusiasm in reading. The repetition of boxing routines, the original left-to-right training path, can be changed to right-to-left.

This kind of “reverse thinking” helps learners to get out of the depressing atmosphere of repeated training, and also helps to improve their understanding and grasp of boxing

routines. At the same time, situational education is also designed. For example, the teaching methods of “demolition” and “feeding” in traditional Chinese boxing can be integrated into modern boxing education, so that students can not only learn to use the learned boxing and foot skills, but also improve the fun of boxing. Reference [14]. For students majoring in Chinese traditional culture and sports, generally have the national boxing team level two or above. The usual methods of enhancing the fun of boxing may be “immune” to this group.

However, there is still a practical need for primary and secondary school students to take on the responsibility of Wushu education after graduation, so the teacher can focus on the teaching process of “teaching through learning”. Teachers consciously induce primary and middle school students to transfer part of their attention from “learning and practice” to “how to teach”, and gradually let primary and middle school students understand the necessity of “teaching”. In this way, the transformation from “learner” to “teacher” will enable learners to innovate their understanding and thinking of quanshu courses, thus increasing their love and exploration of quanshu courses [15].

4.1.2. Conduct. The character cultivation of martial arts is the spiritual core of the core quality of traditional Chinese sports. On the one hand, they practice their martial arts by practicing martial arts. “Many martial arts proverbs show that the cultivation and achievement of martial arts requires hard work and double effort. It is precisely because of such training conditions and standards that we practice.

Good living conditions and spiritual outlook for the hard work and dedication of martial arts. In addition, boxing routines should be combined with Sanshou practice, which plays a certain role in cultivating teamwork awareness and “dedication”. At the same time, from the learning process of martial arts history and humanities, the character of martial arts has been internalized [16].

The first is Yuandian’s interpretation of Wude. In the Confucian “cultivation-based” thought of martial arts, “cultivation” is regarded as an internal ethics, corresponding to the previous life. Etiquette and legal system emphasizes positive inner recognition of personal virtues such as benevolence, righteousness, propriety, wisdom, and trustworthiness. Second, it tells about the life of the swordsman leader “Chrisma”. For example, the ancient heroes, swordsmen, and modern swordsmen of “Deyi” all have very vivid educational value [17].

4.2. Cultivation of Martial Arts Accomplishment. The formation of exercise habits includes two parts: mentality and action. On the other hand, from a psychological point of view, the process of generating exercise habits is staged and divided into five stages: psychological attraction—generation of activity intention—formation of exercise desire—determination of activity and Motivation—the cultivation of exercise habits [8].

From this perspective, individual learners’ acceptance of martial arts is the cornerstone and key to the formation of

martial arts habits. It is especially important to guide the learner’s individual psychology before the exercise habit is formed. For example, making learners understand the value and effect of boxing on physical and mental movement, determining the life goals that individuals hope to achieve through boxing practice, and understanding the general laws of boxing can bring motivation to personal Kung fu [9]. However, the establishment of new ideas and new routines also requires a process, which is called the “21-day effect” in behavioral psychology. The habit of boxing cannot be cultivated by daily fixed teaching alone.

Therefore, in addition to imparting personal enthusiasm and interest, the cultivation of boxing habits must also rely on the external force of the “school home” linkage. That is, the field of the whole book training activities is not limited to schools, but also under the guidance of parents. After leaving school, he could still be actively involved in boxing, thus making boxing a part of his family life [18].

4.3. Cultivation Strategies of Health Literacy

4.3.1. Health Knowledge. National traditional culture and sports is the best traditional national cultural education in China, and it is the important task of inheriting Chinese civilization and cultivating the “Chinese nation”. Therefore, the teaching of health science knowledge should also have “Chinese characteristics” and convey “Chinese connotation”.

First, let the learners understand what the “Chinese Constitution” is. Only by establishing the concept of physique with Chinese cultural characteristics can learners understand the traditional physical education and exercise treatment methods of Chinese culture, and understand the differences between Chinese and Western traditional sports. And then realize their own national cultural identity and national cultural awareness. “My country’s constitution refers to the cognition of the constitution in the context of Chinese traditional cultural thought and Chinese culture and language [19].

Therefore, the abnormal health of the human body revolves around whether the Qi that forms the vitality of the human body can proceed smoothly. Then, let the students understand and master the “Chinese ancient scientific knowledge and methods of health preservation” based on the traditional Chinese medical theory and the Chinese nation’s fine traditional sports health preservation methods.

4.3.2. Rehabilitation Behavior. Introducing healthy behavior is an intuitive and efficient way of health teaching. On the other hand, the introduction of healthy behavior is inseparable from the teacher’s “transmission”. How to infiltrate and import healthy behavior in the subject education is in urgent need of the assistance of teaching methods. It is worth considering how to make comprehensive preparations in the design process for the order, time, specific content, and expression of “transmission” [20]. For example, in the course of Yi Jin Jing, in addition to the introduction of routine movements, we should also introduce the

coordination between breathing and movements, so as to deeply understand the significance of breathing movements for human health in addition to the school curriculum, but also the introduction of health behavior knowledge and integration in life, to achieve the combination and integration of knowledge and practice. For example, in the context of an aging society, many of the elderly in many students' families suffer from chronic and degenerative diseases. It is a good practice for students to use the health knowledge they have learned to help their elders plan their health and relieve pain for different disease symptoms.

5. Train of Thought on the Diversification of New Sports Disciplines

5.1. Diversified Cultivation Ideas. Under the different learners' interests, shown emotions are a difference. For primary and secondary school students, "closed" traditional sports foster the enthusiasm of the student body, and each person's physical quality and fitness from sex also have a certain difference; for example, some people practising boxing practise sanda is more suitable than others because their physical talent determines their learning direction and achievement height. Therefore, we need to pay attention to the aspects they are suitable for, outstanding and interested in while cultivating students. Therefore, this paper puts forward the idea of diversified cultivation, using computer technology to analyze different students and find the most suitable learning direction for students.

The structure diagram of the new diversified cultivation is as follows:

5.2. New Diversified Breeding Model

5.2.1. Exercise Habit Correction Strategy Model. Students' acceptance of different martial arts sports habits is different, so the guidance of sports habits is very important. Any subtle sports habits may subtly guide students' psychology. Therefore, it is necessary to conduct relevant tests for individual students before developing their exercise habits, and analyze them with the high computational rate and matching rate of computers to find out the most suitable exercise habits for students of this martial art. The teacher can analyze and guide the computer according to the data feedback, and then adjust its exercise habits.

This model is mainly designed and simulated according to the movement information of students' body joints. It can display the most direct kinematic parameters of the human body. It is a typical movement coupling, which is realized under the synergistic action of nervous system, muscle system, and skeletal system.

The following is a movement detection analysis of a student in a primary school, and positioning adjustment is made according to the feedback results. The problems of students in different projects can be clearly seen from the movement data feedback diagrams in Table 2, so that teachers can give them targeted guidance.

5.2.2. Sports Interest Promotion Strategy Model. For primary and secondary school students, because traditional martial arts dynamics in the modern sports science and technology classification belongs to the "closed" sports skills, a long time to repeat a single movement bound to some students on martial arts enthusiasm gradually waned. Teachers can analyze this situation by combining teaching methods and students' tolerance. Teachers' teaching mode and students' microexpressions can be analyzed by combining feedback with computer matching model to analyze in detail which link of the course students begin to show lower enthusiasm. In this way, teachers can find their own shortcomings according to the analysis curve and make improvements, and finally improve the teaching quality. The figure below shows the data analysis of the whole teaching process of sanda teachers. It is obvious that students' enthusiasm drops significantly after 30 minutes of class.

The main challenges in promoting students' interest in sports are as follows:

- (1) Students and parents attach more importance to cultural courses due to the pressure of entering college.

Because of the heavy emphasis on academics, middle school students' physical education classes have plenty of discipline under pressure to make a simple adjustment. They also have plenty of time to learn from the culture of tension in temporary relief due to the school's physical education arrangements, and they are desperate to deal with it. So, most parents do not want students to waste their time and energy on sports fields. Therefore, students are forced to be deprived of physical exercise time and they are participating in physical exercise without enthusiasm.

- (2) Examination-oriented education has restrictions on PE class, which cannot ensure the normal development of PE teaching

Some schools do not attach real importance to physical education. Most schools cannot conscientiously carry out the party's educational policy of all-round development. The investment of sports funds is seriously insufficient, the construction of sports teachers has not been strengthened, the environment and conditions of sports teaching cannot be significantly improved, and the necessary sports equipment and sports venues are not perfect. It causes the PE teaching material teaching method choice to lack diversification and cannot create a good atmosphere for students to participate in the physical exercise.

- (3) The security problems and the teaching content are the main factors which restrict the development of sports teaching

Sports injuries can occur in any sport, and there is also the possibility of teaching accidents. Lead to school leaders, physical education teachers to bear a certain ideological burden.

- (4) Most students have poor physical fitness and do not fall in love with PE

Some students themselves lack of understanding of the significance of sports, exercise awareness is indifferent, low interest in learning, which leads to students not loving to participate in sports. Over time, students cannot significantly improve their own physical quality, cannot complete the exercise tasks required by the physical education teacher, resulting in a blow to their self-confidence, thus reducing the interest in sports.

5.3. Build High-Quality Teachers. “A high-quality teacher community is the key to cultivating innovative and entrepreneurial talents.” Teachers are the guides and promoters of students, and their own talents and behaviors will also have an impact on school teaching [21]. The primary issue of carrying out innovation and entrepreneurship education for students majoring in martial arts and ethnic traditional sports is to build a scientific and rational teaching team with leading talents as the core and young students’ outstanding entrepreneurial work experience and practical ability as the backbone, guided by innovation and entrepreneurship teaching.

Colleges and universities can improve and optimize existing teachers through internal introduction of teachers and external training according to their professional orientation and school development. First, senior technical talents with innovative entrepreneurial awareness and practical spirit can be absorbed from other colleges and communities to further improve the existing teaching staff. Secondly, the existing teachers in the school are mainly engaged in the teaching of the theoretical professional system, rather than the teaching of innovative practical experience, and the awareness of innovation and entrepreneurship and innovation ability are relatively lacking.

Therefore, it is possible to send outstanding young teachers from schools to go abroad for exchange and study, to further improve the teaching level of innovation and entrepreneurship education in schools, and to further improve the teaching team of innovation and entrepreneurship. We can also recruit teachers, entrepreneurs, and alumni with rich experience in teaching innovation and entrepreneurship to guide students majoring in martial arts and traditional national sports.

5.4. Increase Courses on Innovation and Entrepreneurship. Classroom is an important intermediary and main carrier for schools to achieve the teaching objectives of innovative entrepreneurship [22], and the most effective way for schools to cultivate the students' innovative entrepreneurship ability. Each school must optimise the design in the formulation and enhancement of the topic training programme in the classroom. On the basis of ensuring that subjects are the main courses, the non-main courses should include introduction to sports industry, strategic management of sports companies, operation and management of



FIGURE 1: Martial arts character training.



FIGURE 2: Health care literacy.



FIGURE 3: Health care.

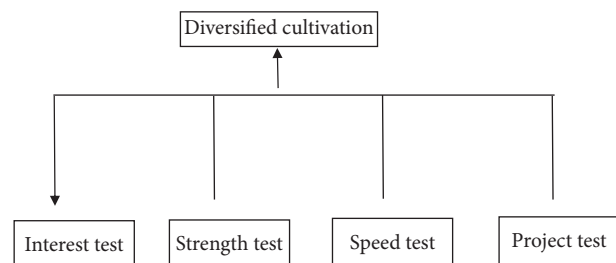


FIGURE 4: Structure diagram of diversified cultivation.

sports events, sports club manager, and other related subjects. Secondly, some innovative and entrepreneurial teaching theory courses, practical teaching courses, and experimental teaching courses should be set up as elective courses. The school's administration to be encourages

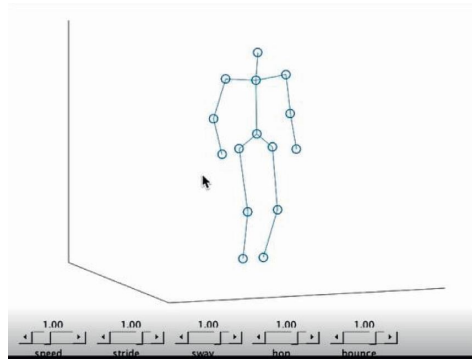


FIGURE 5: Model diagram.

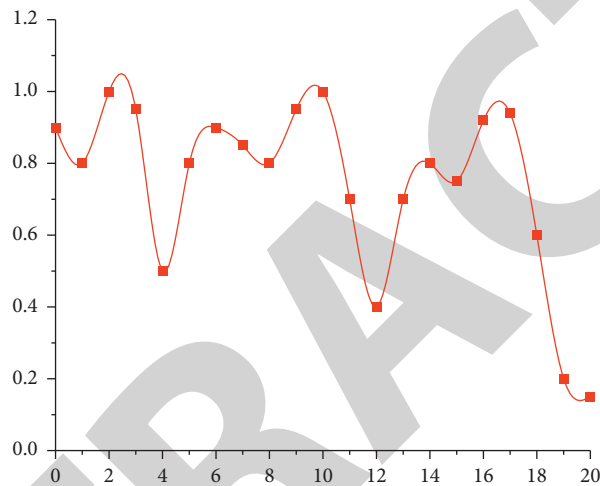


FIGURE 6: Motion data feedback diagram.

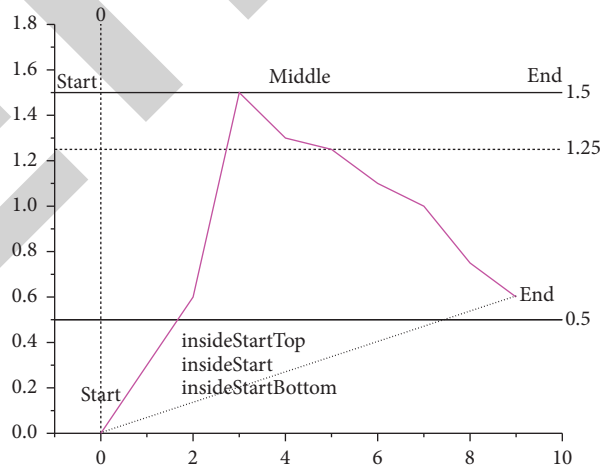


FIGURE 7: Analysis diagram of teaching data.

experience and creative entrepreneurship experience to be fully integrated in order to build the students' innovative entrepreneurship ability and capacity to study the possibilities in the talent market. Through the formulation and improvement of talent training programs and the setting of teaching modules, we will further cultivate the consciousness

and ability of innovation and development of students majoring in Wushu and traditional ethnic sports.

The core quality system of traditional national physical education is not only a simple superposition of martial arts skills and health literacy, but also a whole system of three levels: martial ethics quality, martial arts quality, and health

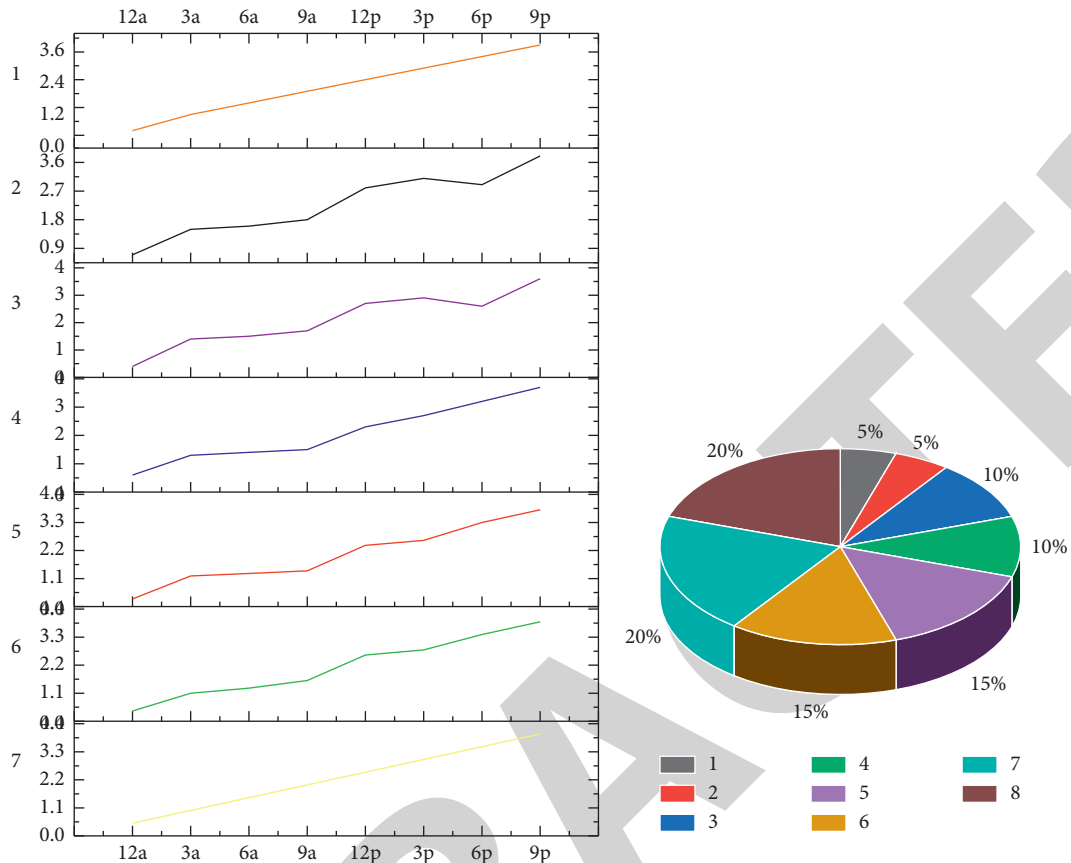


FIGURE 8: Data analysis diagram.

quality. Centering on the new educational strategies produced by the three levels, this paper puts forward a beneficial reference for the formation of the core qualities of traditional national physical education from the three fields of “morality, technology, and health”. To sum up, the formation of the core quality system of national traditional physical education is a concrete response to the teaching objectives of life education, lifelong sports, both civil and military education, and traditional humanistic education [23]. It not only promotes the cultivation of good habits and the enhancement of lifelong sports will of individuals, but also has the significance of innovation and encouragement for the idea innovation and behavior guidance of martial arts education in colleges and universities [24].

The following is a statistical chart of the concentration of a group of students in the innovation course and entrepreneurship course of a primary and middle school. It can be seen that the students’ concentration has been improved a lot when teachers teach sports management and strategic management of sports companies. It shows that the effect of the new innovation and entrepreneurship course is quite remarkable.

6. Conclusion

This paper chooses Wushu teaching as the main research objective. Using the method of literature and theoretical logic analysis, this paper clearly puts forward the latest

tentative idea of establishing the core quality framework system of Chinese traditional national physical education curriculum. The main results are as follows:

- (1) The core quality system of Chinese traditional national physical education curriculum is mainly composed of three levels: Wushu moral quality, Wushu technical quality, and health quality.
- (2) The cultivation of Wushu moral quality focuses on stimulating students’ interest in Wushu, and advocates internalizing Wushu moral character in Wushu practice and comprehensive teaching of history and humanities education. The cultivation strategy of Wushu quality is to cultivate students’ comprehensive and in-depth Wushu ability. Quality strategies go beyond the emphasis on designing and disseminating “distinctive” localized health expertise.
- (3) In the process of combining skills with life, school teachers should realize the comprehensive shaping of health care behavior.
- (4) The limitation of this paper is that only literature and logical analysis are used for research, which is different from reality. In the next step, we still need to start from reality, rather than just theoretical analysis.

Data Availability

The data used to support the findings of this study are available from the corresponding author upon request.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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